Using Data to Promote Culturally Responsive Teaching
Session 1

Hosted on November 6, 2019 by the Teacher Preparation Research Alliance
REL Northeast & Islands
Welcome and Introductions

Susan Mundry
REL Northeast & Islands
Alliance Advisor

Ellen Mandinach
REL Northeast & Islands
Researcher

Saroja Warner
REL Northeast & Islands
Coaching Expert
Agenda

Welcome & introduction

Objectives

Overview of data literacy, culturally responsive practice, and culturally responsive data literacy (CRDL)

Role play of how to build candidates’ CRDL

Strengthening CRDL in teacher preparation programs

Preview and prepare for Workshop #2

Closing remarks
Workshop series overview

• Session 1
  – Explore data literacy and culturally responsive practice
  – Hands-on and interactive activities
• Take away homework for your institution
• Session 2: Date TBD
  – Considerations about how and where to integrate culturally responsive data literacy
Workshop series: Overarching goal

Understand what culturally responsive data literacy is, why it is important, and actions that teacher preparation programs can take to incorporate it into the curricula.
Today’s goals

• Understand the skills, knowledge, and dispositions educators need to be data literate in ways that support culturally responsive practices

• Explore how to use data to address equity and diversity, and enhance culturally responsive practices

• Create awareness of how to apply an asset model of data use that supports teachers in understanding the strengths and needs of each student
Poll

Does your program *explicitly* teach data literacy?

Answer Y/N in the poll below.
We want to hear from you

How would you define culturally responsive data literacy?

Discuss briefly and add your answers in the chat.
What is data literacy for teachers?

The knowledge, skills and dispositions for effective and responsible use of data.
Data Literacy for Teachers (DLFT)

DLFT is an iterative inquiry cycle comprised of five steps:

1. Identify a problem of practice or frame a question
2. Use data
3. Transform data into information
4. Transform information into a decision
5. Evaluate outcomes
Handout 1: Inquiry Cycle

**INQUIRY CYCLE**

- Identify problems/Frame questions
- Transform data into information
- Use data
- Consider impact and consequences (intended and unintended)
- Generate hypotheses
- Test assumptions
- Understand how to interpret data

- Consider possible sources of data
- Understand how to generate data
- Understand data properties
- Understand data quality
- Understand how to access data
- Understand how to analyze data

- Evaluate outcomes
- Transform information into decision
- Determine next instructional steps
- Re-examine original question or problem
- Consider need for iterative decision cycles

- Articulate and communicate the problem/question
- Involve other participants
- Understand student privacy
- Understand contextual issues
Why is data literacy for teachers important?

• There is an increased emphasis on evidence-based education.
• It is no longer sufficient to rely on experience and anecdotes.
• The education field is moving from data for accountability and compliance to data for continuous improvement.
Questions
What is culturally responsive teaching?

An approach that challenges educators to recognize that all students bring strengths into the classroom that should be leveraged to make learning experiences more relevant to and effective for them.
Culturally responsive teaching

• Uses the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.

• Situates academic knowledge and skills within the experiences and frames of reference of students.

• Assumes that the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters.
Poll

Does your program prepare candidates to enact culturally responsive teaching practices?

Answer Y/N in the chat below.
Research base for culturally responsive teaching (CRT)

- Research on culturally relevant (Ladson-Billings), culturally responsive (Gay), and culturally sustaining teaching and pedagogy (Paris).
- All learners process new information best when it is linked to what they already know (Hammond).
- Instructional materials, assignments, and texts that reflect students’ backgrounds and experiences are critical to engagement and deep, meaningful learning.
- CRT interventions linked to positive outcomes such as academic achievement and persistence, improved attendance, greater interest in school.
- CRT has critical synergies with other reform efforts in education, such as initiatives to improve school climate and implement social-emotional learning.
Reflect and respond in chat

Given what you’ve learned about both data literacy and culturally responsive teaching practice, have you had any “aha” moments about the ways you prepare candidates for both?

Share responses in chat box.
Data Literacy

Culturally Responsive Teaching

High CRT/
Low DL

High CRT/
High DL

Low CRT/
Low DL

Low CRT/
High DL
Pause and chat

Do you think it’s possible for someone to be low CRT and high DL? Explain your answer in the chats below.

Yes

No
Proposition and considerations

• Being data literate is being culturally responsive, and vice versa
• What do you think about the overlap and intersection?
• Is the high DL/high CRT quadrant the aspiration?
Current practices and gap analysis

Reflect in teams about how your program is preparing candidates to engage in culturally responsive data literacy.

– Where are these concepts, skills, dispositions, and practices being taught (if they are)?
– Where could they be incorporated in the current program, courses, and/or assignments?
# Outcomes Map

<table>
<thead>
<tr>
<th>Courses and Learning Experiences</th>
<th>Culturally Responsive Teaching Practice</th>
<th>Data Literacy</th>
<th>Pedagogical Content Knowledge</th>
<th>Instructional Technology</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 211 Cultural Diversity in the School</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 321 Data and Professional Learning Communities</td>
<td>I/R</td>
<td>IR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum 333</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Project</td>
<td>D/M</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY**
- **I**: Introduced
- **R**: Reinforced
- **D**: Demonstrated
- **M**: Mastered
ROLE PLAY: PREPARING TEACHER CANDIDATES FOR CULTURALLY RESPONSIVE DATA LITERACY (CRDL)

A conversation between a teacher candidate and mentor teacher

Please think about the inquiry cycle as you listen to this activity.
Learning Norms

The key to moving forward is what we do with our discomfort. We can use it as a door out—blame the messenger and disregard the message. Or we can use it as a door in by asking, Why does this unsettle me? What would it mean for me if this were true?

—Robin DiAngelo

• Be present; listen carefully to your colleagues.
• Be kind, not “nice.”
• State your views in ways that invite challenge.
• Be suspicious of that little voice that says, what’s the point?
• Remind yourself to get curious and inquire into others’ views.
• Be patient; people process in different ways and at different speeds.
• Help each other do the above.
Role play scenario

Saroja: Teacher Candidate

• Martin Luther King, Jr. urban middle school
• 7th grade Geography
• Several students have individualized education plans and/or are English learners.
• Many receive free and reduced-price meals and rely on public transportation.

Challenge
Students in the class have accused Leslie of stealing food from their lunches and a colleague said she saw Leslie taking items from the refrigerator in the staff lounge.
As you listen to the conversation between a teacher candidate (Saroja) and her mentor teacher (Ellen), consider two questions:

1. What questions are being asked that reflect CRDL?
2. What examples of CRDL do you hear during the conversation?

Share your responses in chat box.
Activity: Practice scenarios
Remember the inquiry cycle

• Two handouts:
  – Handout #: Practice Scenarios
  – Handout #: Guiding Questions for Supporting Teacher Candidates’ Development of CRDL

• Choose one scenario to read.

• After reading, explore the guiding questions document to examine and identify opportunities to provide the most effective and impactful social, emotional, and instructional supports for students.

• Reconvene in 15 minutes to debrief.
Share out via chat

Please share one key takeaway from your discussions of the practice scenarios.

Enter in chat below.
Why is CRDL Critical for Educational Equity?

Bringing together culturally responsive teaching and data literacy:

• Enables educators to examine data using a whole child perspective
• Applies an asset-based model versus deficit approach.
• Assumes that data are more than test results.
• Promotes equity.
What role can educator preparation programs play?

• Educator preparation programs are central to building the capacity of educators at the earliest phases of their careers.
• Introducing data literacy and culturally responsive teaching to teacher and administrator candidates provides a foundation that can be reinforced throughout their careers.
Introspection: Questions for you to consider

• Does your institution have a common definition of data literacy (DL)? A shared understanding of the knowledge, skills, and practices of DL?
• Does your institution have a course on DL or an assessment of DL?
• If not, is DL embedded in other courses? Where might DL be integrated? Is there room in the curriculum?
• Are faculty well prepared to teach DL? If not, what professional learning will they need?
Introspection: Questions for you to consider

- Does your institution prepare candidates with the knowledge, skills and practices of culturally responsive teaching (CRT)?
- Does your institution have a common definition of CRT? A shared understanding of the knowledge, skills, and practices of CRT?
- Is CRT taught in a stand alone course? Embedded across a few? Is there any opportunity to bring together the teaching of CRT with data literacy to achieve CRDL?
- Are faculty well prepared to teach and prepare candidates for CRDL? If not, what professional learning will they need?
For workshop #2: Date to be determined

- Go back to your institution and talk to program directors and faculty about integrating these concepts, skills, and practices in their courses and assignments and to think about what syllabi and/or assignments would look like.

- For workshop #2, be prepared to share with this group copies of draft syllabi or assignments, as well as ideas for how you might revise existing courses or assignments to prep teachers to be CRDL teachers.

- Invite other program faculty and leaders to participate to share about what they’re doing and/or piloting.
Questions
We listen to you!

Your feedback is essential to our work. Please [take our survey](#) to help us improve.
To contact today’s presenters

Susan Mundry: smundry@wested.org
Ellen Mandinach: emandin@wested.org
Saroja Warner: swarner2@wested.org

ies.ed.gov/ncee/edlabs/regions/northeast
References


These slides were prepared under Contract ED-IES-17-C-0008 by Regional Educational Laboratory Northeast & Islands, administered by Education Development Center. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.